



TENNESSEE DEPARTMENT OF

EDUCATION

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Advanced Interior Design

Primary Career Cluster:	Architecture & Construction
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Foundations of Interior Design, Residential Interior Design, and Commercial Interior Design</i>
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
Programs of Study and Sequence:	This is the fourth course in the <i>Interior Design</i> program of study.
Necessary Equipment:	Refer to the Teacher Resources page.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/ArchitectureConstruction.shtml

Course Description

Advanced Interior Design is an applied-knowledge course intended to prepare students for careers in the interior design industry. This course places special emphasis on an internship opportunity and a hands-on capstone project. Students in *Advanced Interior Design* will create a design for a specific space and

purpose, either residential or commercial, applying skills and knowledge from previous courses using industry-specific technologies. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the fourth, and final, course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

Course Standards

Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications: such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN CCSS Reading 3, 4; TN CCSS Writing 4)

Professional Practices of Interior Design

- 2) Research job descriptions, career information, and online job boards such as the IIDA Career Center for the general employability skills and character traits most often mentioned or desired for interior design professionals, differentiating these from technical skills. Compile a class list of those skills and attributes. For each item on the class list, define the characteristic, state why it is important for people working in the interior design field, and list at least two ways to build that skill. Possible skills include:
 - a. Collaboration
 - b. Honesty
 - c. Respect
 - d. Communication
 - e. Responsibility(TN CCSS Reading 1, 4; TN CCSS Writing 2, 4, 8; FACS 1, 11)
- 3) Collect Codes of Ethics from various interior design professional organizations such as the American Society of Interior Designers (ASID) and the International Interior Design Association (IIDA), and compare them for areas of commonality. Discuss the significance of incorporating ethical standards into professional practice. Synthesize principles from the codes investigated to create a personal code of ethics for use as a designer; include the code in the design portfolio. (TN CCSS Reading 1, 2, 4, 9; TN CCSS Writing 4, 8, 9; FACS 11)



- 4) Access electronic resources, including the websites of professional organizations, to identify voluntary and required credentials and licensing requirements for interior designers. Create a brochure that lists the credentials available and the requirements for obtaining and maintaining the credentials. Determine the licensing requirements to become a certified interior designer. (TN CCSS Reading 1, 4; TN CCSS Writing 4, 7, 8; FACS 1, 11)

Resource Management

- 5) Perform an Internet search, interview local professionals, or consult industry journals to identify common principles of successful project management. Drawing on the project management templates developed in previous courses, estimate a detailed project plan for a potential interior design project. The project plan should include at minimum the following: a schedule or Gantt chart outlining deliverables; a tracker for progress toward goals; a time management component to log hours worked for those involved; a spreadsheet for analyzing cost and performance; and a document to coordinate tradesmen and other labor. (TN CCSS Reading 1, 4, 7; TN CCSS Writing 4, 6, 7; FACS 11)
- 6) Research interior design budget sources from company websites or textbooks to create a list of the components of a project budget. Estimate a budget for a potential project in a spreadsheet program. Each budget should include, at minimum, columns for estimated costs, actual costs, and difference. (TN CCSS Reading 4, 7, 9; TN CCSS Writing 6; FACS 11)

Business Elements

- 7) Create a name for an original interior design company. Design a logo for the company. Apply concepts and templates from word processing programs to create business stationery, invoices, sample rates, specific project cost estimates, and business cards. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 4, 6, 8; FACS 11)
- 8) Research different types of businesses structures, including but not limited to sole proprietorship, partnership, s-corporation, and a limited liability company. Write a business plan explaining the type of business, organizational design, the steps in establishing the business, and the legal parameters affecting the business. Identify a target market and describe in the plan how the particular suite of design services offered by the proposed company will be marketed to the intended consumers. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 4, 8; FACS 11)

Communication

- 9) Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: listen attentively, speak courteously and respectfully, discuss client's ideas/vision, resolve obstacles in design, and respond to client objections or complaints to the client's satisfaction. (TN CCSS Writing 4; FACS 11)
- 10) Select two distinctly different designs for an interior design project and present them to a client (played by a peer, community member, or teacher), supported by graphic renderings and written appraisals of the work. Justify why each would be appropriate given the client's specifications, while also noting the drawbacks and compromises to each one based on client needs. Demonstrate the ability to pitch the idea to the client in a mock bid, defending the design



by pointing to specific features that meet the client's specifications. (TN CCSS Writing 1, 4; FACS 11) (TN CCSS Writing 1, 4; FACS 11)

- 11) Acting as a client, critically evaluate the design features of two alternative designs for a given project. Make a written case for selecting one design over another, or for integrating features from each to come up with a design that will suit the venue and meet your specifications.

Obstacles in Design

- 12) Define design obstacles and prepare a list of potential obstacles encountered in residential or commercial venues, such as environmental concerns, budget constraints, or marketability. Use research from design magazines and technical manuals to suggest design solutions that effectively deal with these obstacles. (TN CCSS Reading 7; TN CCSS Writing 2, 4; FACS 11)
- 13) Create a proposed design narrative and presentation board to share with a client. Integrate multiple sources of information, such as original field verification analyses, to make informed design decisions, solve design obstacles, and present the findings in a clear and coherent manner as a verbal or written report. (TN CCSS Reading 7; TN CCSS Writing 2, 4; FACS 11)

Internship (Optional)**

- 14) If available, participation in an interior design internship is encouraged. Internship placements are approved at the discretion of the instructor based on local availability and the instructor's own assessment of the internship's quality.
- 15) Maintain a professional image by applying the employability skills and attitudes explored in Standard 2. Keep a journal/log of the assignments completed on the job. Near the end of the internship, work with the intern supervisor to discuss strengths and weaknesses. (TN CCSS Writing 4, 6)
- 16) Upon conclusion of the internship, produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation will be included in the student's portfolio. (TN CCSS Writing 4, 6)

Capstone Project

- 17) Create a comprehensive design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses. Students should be able to visit the physical site to make measurements and complete field verification. Create a client presentation to include:
 - a. A project plan
 - b. Statement of how the design meets applicable codes and regulations
 - c. Presentation board(s) and 3-D models of the project
 - d. Drawings that incorporate principles and elements of design correctly
 - e. Select appropriate finishing and materials
 - f. A comprehensive cost estimate based on researched prices(TN CCSS Reading 3, 7; TN CCSS Writing 2, 7, 4)



Portfolio

- 18) Create a career and professional growth plan outlining the steps needed to progress in a specific career pathway, including postsecondary education, potential paid and unpaid jobs that will build experience, and additional opportunities for development. Include the plan in the student portfolio. (TN CCSS Writing 2, 3, 4)
- 19) Research formats and styles of resumes commonly used by interior design professionals. Use templates or online resume builders to create a personal resume. Write a short narrative describing why the current format was chosen, presenting a plan for keeping the resume up-to-date, and describing how it can be tailored for specific situations. Include the resume in the student portfolio. (TN CCSS Reading 5, 6, 8; TN CCSS Writing 2, 4)
- 20) Update the portfolio to reflect the cumulative total of all portfolio projects undertaken across the program of study. Compile information, sketches, and photographs from each course project work. Include floor plans, drawings, and materials used. Include technical drawings that demonstrate ability to use industry-specific technology such as Photoshop, SketchUp, Revit, or AutoCAD. Select projects from course work that showcase qualifications as an interior design student. (TN CCSS Reading 1, 4, 7; TN CCSS Writing 2, 4)

Upon completion of this course, the following artifacts will reside in the student portfolio:

- Resume
- Career and professional growth plan
- Personal code of ethics
- Communication exercises
- Example sketches showing best work from any course
- Residential interior design project board
- Commercial interior design project board
- Capstone project

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.

**Internships should follow policies outlined in the work-based learning guidebook, found online at <http://www.tn.gov/education/cte/wb/doc/WorkBasedLearningPoliciesApril2013.pdf>.

